DOCUMENT RESUME

ED 369 164 EA 025 772

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TITLE The School Administrator Supply and Demand Report.
INSTITUTION Wisconsin State Dept. of Public Instruction, Madison. Bureau for Teacher Education, Licensing, and Placement.
PUB DATE 94
NOTE 56p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Administrator Behavior; *Administrator Characteristics; Administrator Education; *Administrators; Elementary Secondary Education; *Labor Market; *Personnel Needs; Public Schools; *School Administration; *Supply and Demand
IDENTIFIERS *Wisconsin

ABSTRACT

This report provides information on the supply and demand of school administrators in Wisconsin. It also reports on personal factors that motivate or inhibit administrators; such information can be used to ensure the quantity and quality of school administrators needed for the state's schools. Information was gathered from the state Department of Public Instruction, university administrative preparation programs, and independent surveys. The first section includes what specific sources of information suggest about the supply and demand of administrators. The second section examines how external and organizational incentives, including salary, relate to administrator supply. The third section examines how personal and motivational factors, such as job satisfaction, the relationship between job satisfaction and incentives, and career motives relate to administrator supply. Conclusions and recommendations are also included. Appendices A through D include administrator and teacher survey forms, telephone interview questions, and statistical analyses results. (Contains 13 references.) (JPT)

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The School Administrator SUPPLY and DEMAND REPORT

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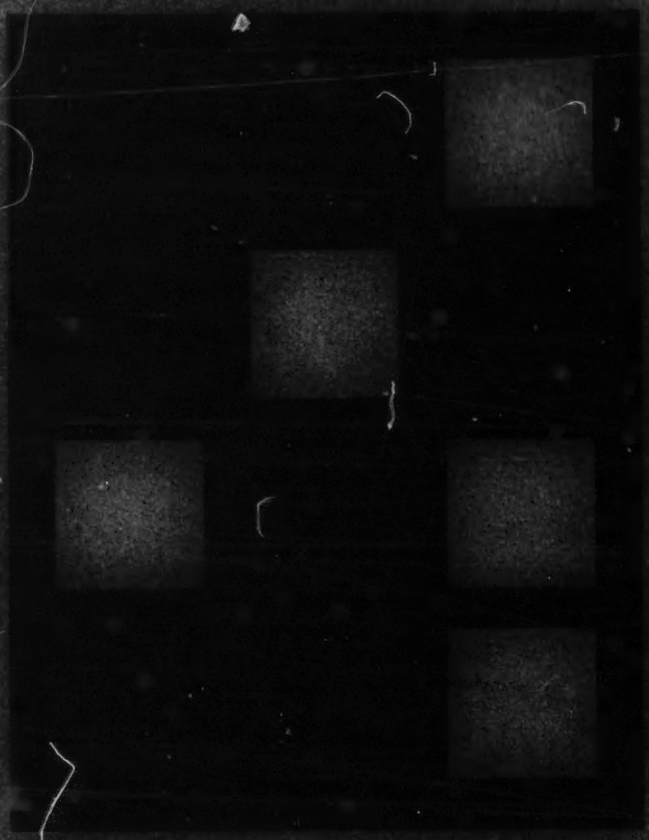

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The School Administrator Supply and Demand Report

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(608) 266-1027

Bulletin No. 94187

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Foreword

This publication, *The School Administrator Supply and Demand Report*, is a followup of a recent State Superintendent's Task Force on Administrative Leadership, Training, and Licensure.

The translation of the task force recommendations into proposals for statutory changes and administrative rules—particularly in the areas of attracting, hiring and retaining school administrators—needs to be based on a combination of statistical analysis related to labor-market forces, and an exploration of the organizational factors and personal motivations of current practitioners.

This blend of supply and demand data and personal factors that motivate or inhibit administrators can assist in the design of strategies to ensure that the quantity and quality of school administrators is sufficient to meet the needs of Wisconsin public schools in the future.

This report is about practicing school administrators in Wisconsin's public schools. The analysis of survey data leads to insights based on perceptions of these administrators. Although this report has been written in non-technical language, Appendix D, Statistical Analysis and Results, is provided for those individuals interested in its statistical underpinnings.

John T. Benson
State Superintendent

Acknowledgments

Thanks are extended to Jim Wall and Peter Burke of the Bureau for Teacher Education, Licensing, and Placement in the Department of Public Instruction for their advice and council during the development of this report and their review and suggested revisions of the draft reports.

Special thanks goes to the following Department of Public Instruction staff who contributed in the production of this report: Jim Wall, Coordinator for Placement and Continuing Education Programs; Jessica Early, text editor; Linda Zach, management information technician; and Lisa Hildebrand, proofreader.

Introduction

Several considerations prompted and shaped a study of factors related to public school administrator supply and demand in Wisconsin. Past reports and anecdotes have suggested a growing shortage of administrators for Wisconsin's schools. These reports also have defined supply and demand of administrators in terms of human resources, the number of administrators available, the sources of supply, and the demand for administrators in order to make statements about the balance between supply and demand. This approach has lead to perceptions regarding apparent shortages or surpluses and subsequent recommendations for policy formation, implementation, and change directed toward resource management.

This study of administrator supply and demand re-examined the supply and demand issue in a manner similar to past reports, but it also explored factors related to administrator motivation. Specifically, the study attempted to examine whether an adequate supply of licensed personnel exists for leadership roles in Wisconsin's schools?

To present information acquired from the study, *The School Administrator Supply and Demand Report* re-examines the supply and demand issue from numerous data sources; examines external and organizational factors, such as salary and other incentives or disincentives, as contributors in the decision to become an administrator; and presents perspectives on personal and motivational factors that contribute to the decision to become a school administrator. Tabular presentation of the results forms the basis of this study.

Sources of Information

Much of the information in this report is from Department of Public Instruction (DPI) annual fall reports, 1981 to 1990, and from DPI certification records. Marquette University in Milwaukee and the three University of Wisconsin campuses that offer administrative preparation—Madison, Milwaukee, and Superior—provided information on program graduates. A survey of 500 administrators (301 responses or 60.2 percent usable response rate) and 500 teachers (271 responses or 54.2 percent usable response rate) selected randomly from the DPI's 1990 report of state educational personnel provided additional information (see Appendix A). The final source of information was 39 telephone interviews conducted with a random sample of school district administrators or their representatives. The population of administrators for this study occupied any one of 18 administrative positions in Wisconsin public schools but did not include the following positions: business manager, social worker, school psychologist, local vocational education coordinator, nurse, library media supervisor, director of transportation, director of public relations, or K-12 districtwide position. These exceptions resulted in a total of 3,180 administrators selected from the 1990 annual report.

In the selection of the administrator population from which the survey sample was drawn, a service stipulation was added. This required that administrators must have served one or more consecutive years in their positions. This resulted in only a slight decrease of the population sampled, yielding a total of 3,166 administrators from which the sample was drawn.

Basic information about administrators in Wisconsin is contained in table 1. This includes general characteristics of both the total population of Wisconsin's administrators and the administrators who responded to the survey. This data indicates that in general, Wisconsin's school administrators have been employed in their current school district for about 14 years and have been employed in education for about 22 years. Most are white males who hold master's degrees. One-third of the administrators serve at the district level, and one-half serve at the elementary or secondary school levels. The average age of a Wisconsin administrator is 49, and the average salary is $47,000 per year.

Table 1

Selected Population and Sample Administrator Characteristics

	Population		Sample	
	Mean	**Standard deviation**	**Mean**	**Standard deviation**
Local years experience	14.9	10.1	14.1	10.3
Total years experience	22.4	8.6	22.3	8.5
Highest degree	**Frequency**	**Percent**	**Frequency**	**Percent**
No response	70	2.2	6	2.0
Bachelor's	239	7.5	21	9.0
Master's	2,428	76.4	232	77.1
6 year specialist	186	5.8	20	6.6
Doctor's	251	7.9	22	7.3
Other	6	.2		7.3
Total	3,180		301	
Race, ethnicity, gender	**Frequency**	**Percent**	**Frequency**	**Percent**
White, non-Hispanic male	2,425	76.3	240	79.7
White, non-Hispanic female	566	17.8	49	16.3
Black, non-Hispanic male	78	2.5	7	2.3
Black, non-Hispanic female	82	2.6	4	1.3
Hispanic male	9	.3	0	
Hispanic female	9	.3	1	0.3
American Indian or Alaskan Native male	4	.1	0	
American Indian or Alaskan Native female	2	.1	0	
Asian or Pacific Islander male	2	.1	0	
Asian or Pacific Islander female	3	.1	0	
School type	**Frequency**	**Percent**	**Frequency**	**Percent**
District staff	1,048	33.0	104	34.6
4 year high school	1	.0	0	0
6 year high school	806	25.3	82	27.2
Junior high school	125	3.9	9	3.0
Middle school	269	8.5	22	7.3
Elementary school	931	29.3	84	27.9
	Mean	**Standard deviation**	**Mean**	**Standard deviation**
Age	49	8	49	8
	Mean	**Standard deviation**	**Mean**	**Standard deviation**
Salary	$46,927	$8,699	$46,794	$7,945

What Specific Sources of Information Suggest About Supply and Demand

Department of Public Instruction Records

In order to determine what DPI records indicate about the number of licensed personnel available, data were collected from DPI records. Both the annual fall report and the certification files provided useful information.

Because individuals often hold more than one license, license totals exceed the number of people who hold licenses. For example, a person may hold an elementary teaching license or a principal's license in addition to an administrator license. Tables 2 and 3 report this information. Table 2 contains the number of active administrator licenses as of May 1991 and displays how the licenses are used. For example, of the 1,930 active district administrator licenses, 423 are held by current district administrators, 457 are held by individuals in other administrative positions, and 408 are held by individuals who serve in other educational positions that are non-administrative. An additional 642 current licenses are held by individuals not employed in public school positions. This last category includes retirees, newly certified graduates, those seeking positions but not currently employed, and those employed out-of-state.

Information about the number of people holding active licenses is contained in table 3. The number of people holding each administrator license is presented with the type of position they held. For example, among those who hold a district administrator license, 407 are employed currently as district administrators. Another 326 people who hold this certification are employed in other administrative positions and 66 are employed in other educational positions. The 427 individuals who do not hold a public-education position include retirees, as well as those seeking employment.

Table 4 presents both numbers and percentages from tables 2 and 3. Approximately 31 percent of the active administrator licenses are held by people employed in positions that require those licenses. Among individuals who are currently employed and hold an active administrator license, 51.2 percent are employed in positions that require the license. It appears that about two-thirds of all current licenses are not being used, and about half of the current administrators hold licenses that are not required for the position they occupy.

The figures in table 4 indicate the impact of multiple certifications on supply. If table 4 included licenses and persons not currently employed, the effective pool of available and certified individuals would appear to be even larger. On the basis of these numbers, administrator licensure and certification appears underutilized and an adequate supply of certified personnel apparently exists for leadership roles in Wisconsin's schools. This finding, however, is qualified in later sections of this report.

Table 2

Number of Active Wisconsin DPI Administrator Licenses According to Teacher Certification Positions

	Used as licensed	Used in other type of administration	Used in other area of education	Not used in Wisconsin in 1991	Total
District administrator	423	457	408	642	1,930
Assistant district administrator	42		141	47	230
School business office	146		89	103	338
K-12 supervisor	123	53	691	185	1,052
K-8 supervisor	36		79	127	242
7-12 supervisor	8		38	20	66
Secondary principal	509	319	1,209	628	2,665
Assistant secondary principal	105		264	91	460
Junior high principal	165	27	658	232	1,082
Assistant junior high principal	21		227	36	284
Elementary administrator	404	84	580	224	1,292
Elementary principal	723	48	477	833	2,081
Assistant elementary principal	24		95	30	149
Elementary principal 6-10	12		44	113	169
All	2,741	988	5,000	3,311	12,040

Table 3

Number of People With Active Wisconsin DPI Administrator Licenses According to Teacher Certification Positions

	Employed as licensed	Employed in other type of administration	Employed in other area of education	Not employed in Wisconsin in 1991	Total
District administrator	407	326	66	427	1,226
Assistant district administrator	36		6	20	62
School business office	143		20	92	255
K-12 supervisor	115	46	249	100	510
K-8 supervisor	32		18	85	135
7-12 supervisor	8		13	9	30
Secondary principal	482	256	400	486	1,624
Assistant secondary principal	105		48	76	229
Junior high principal	157	15	111	159	442
Assistant junior high principal	21		63	29	113
Elementary administrator	392	82	468	217	1,159
Elementary principal	706	38	246	785	1,775
Assistant elementary principal	21		27	29	77
Elementary principals 6-10	12		20	111	143
All	2,637	763	1,755	2,625	7,780

Table 4

Administrator Licenses, Currently Employed Administrators, and Type of Employment

	Licenses		Administrators	
	Number	Percent	Number	Percent
As licensed	2,741	31.4	2,637	51.2
Other type of administration position	988	11.3	763	14.8
Other area of education	5,000	57.2	1,755	34.0
Total	8,729		5,155	

Records of Preparatory Institutions

To better determine the number of certified individuals available for employment in administrative positions, relevant offices and institutional representatives of Marquette University in Milwaukee and the three University of Wisconsin campuses that offer administrative preparation—Madison, Milwaukee, and Superior—provided information on program graduates.

Table 5 presents the number of graduates in administration from fall 1986 to fall 1990, their level of preparation by degree, and their institutions of graduation. Although the graduates usually complete more than one type of certification, the number of individuals holding multiple certification was unavailable and, therefore, is not reported here. Also, not all graduates in administration intend to work in the public schools. Thus, these two factors tend to lower the number of certified candidates available for employment. It is also important to note that all doctor's degrees from Milwaukee are doctorates in urban education.

The data here suggest that within the five-year period, a sufficient number of graduates received appropriate categories of administrator licenses to staff Wisconsin's public schools. This information about graduates is contrasted with data in the next section concerning annual demand for administrators.

Table 5

Graduates in Educational Administration, Level of Preparation, and School

School	Master's	Specialist	Doctor's
Madison	215	—	125
Milwaukee	286	—	49
Superior	268	45	1
Marquette	37	4	17
Total	806	49	192

Department of Public Instruction Records and Demand for Specific Categories of Administrators

The annual demand for specific categories of administrators during the last decade has not been addressed in previous studies, so information obtained from DPI records would seem to provide direction for both the graduate schools and DPI policy.

Table 6 contains data related to demand for personnel in each of the categories of administrative licenses from 1981 to 1990. Department of Public Instruction annual fall reports provided data and identified administrators with less than two years experience in these positions for each year of the ten-year period.

These statistics reveal a general increase in the number of new administrators across the ten year period. The district administrator and building principal positions are the categories that have the largest number of new administrators. An earlier DPI study on age of administrators in Wisconsin suggests that the demand for these new administrators is created largely by retirement rather than departure of the incumbent. These data representing demand along with data from tables 2 and 3 indicate there is a sufficient number of recent graduates and current license holders to meet the expected demand levels.

Table 6

Demand for Specific Categories of Administrators

Title	Year									
	'90	'89	'88	'87	'86	'85	'84	'83	'82	'81
District administrator	44	41	7	38	31	38	41	37	27	33
Assistant district administrator	2	5	9	4	2	5	4	4	0	7
Supervisor (specify)	7	10	13	5	5	6	8	4	2	7
Supervisor K-12	10	4	8	7	4	5	5	2	2	3
Supervisor elementary	4	2	2	1	4	1	3	2	2	4
Supervisor secondary	0	0	4	0	1	0	1	0	0	2
High school principal	38	40	28	33	30	29	33	22	25	39
Assistant high school principal	30	27	23	15	24	19	17	9	15	14
Junior high or middle school principal	17	7	4	1	1	3	1	1	2	2
Assistant junior high or middle school principal	18	12	5	5	3	5	5	2	5	8
Elementary principal 11+	45	55	61	37	50	29	22	17	21	28
Assistant elementary principal 11+	8	2	10	7	4	5	2	2	2	3
Elementary principal 6-10	4	1	5	7	2	1	2	1	2	1
Director of pupil services	6	2	4	1	0	0	0	0	0	0
Supervisor of special education A	9	2	0	9	6	8	6	8	3	0
Supervisor of special education B	5	4	2	1	4	1	0	1	0	4
Director of athletics	0	1	2	0	0	0	0	0	0	0
Other	2	3	1	2	4	1	2	0	1	2
Total	249	218	188	173	175	156	152	112	109	157

Information from District Administrators and School Personnel Directors

In general, district administrators were not prepared to speak about problems in filling the positions they currently hold. They were more prepared to speak of their recent experiences hiring central office (for example, business manager) or building-level (for example, principal) administrators. However, there were only one or two cases in which these administrators talked about hiring central office staff; instead, they discussed building-level administration, positions most frequently vacated. For information on the questions comprising the telephone interview, see Appendix C.

Survey questions asked district administrators whether they had any recent problems (within two to four years) recruiting and hiring building-level administrators. About 12 percent reported no problems because they had little or no turnover. They did anticipate problems in the future, however, based on discussions they heard when they attended meetings. These problems and their causes are included in table 7.

Table 7

Problems and Causes in Recruiting and Hiring Building-Level Administrators

Total Administrators Interviewed	No Recent Hires	Recent Hires
39	5	34

Experienced Some Problems	Experienced Few or No Problems
12	22

Problems Experienced in Recruiting		District Assets in Recruiting	
Lack of teachers moving into administration	5	Desirable location/proximity to recreation	18
Location	5	Positive reputation of district	7
Small district size	3	Internal moves and recruiting	4
Consolidation	1	New buildings/community support	4
Type of community	1	Good salary/high tax base	3
Low salary	19	Funding for administrative training	1
		No urban problems	1

(Note: those administrators who experienced few problems reported low salary as a disadvantage for their district in recruiting administrators, and thus are included in the left column for this entry.)

Quality of Applicants	
Lack of prior experience in a similar position or a school of similar size	12
Lack of leadership skills but not management skills	11
No record of quality of work or new directions and philosophy	7
Lack of public relations and interpersonal skills	6
Lack of talent	2

The remainder of the administrators reported they were currently hiring or had hired recently and that they either had little or no difficulty in the process. To explain the sources of difficulty, however, the administrators described the quality of the applicants, the qualities they were searching for, and any assets or disadvantages the district expected to have in the recruiting and hiring process.

When difficulty finding administrators did occur, administrators described small district size and rural location as liabilities when it came to attracting a reasonable number of applicants. They also cited lower salaries as a liability when it came to attracting and keeping administrators. Several mentioned the belief that qualified teachers were not attracted to administration due to a lack of financial incentives; that is, little differentiation between administrator and teacher salaries. Approximately 55 percent of the administrators interviewed who had experienced hiring difficulties mentioned salary as an issue.

Those administrators who reported few or no hiring problems generally worked in larger schools located in suburban or small city areas. They frequently cited a location that provides accessibility to major cultural and social opportunities as an advantage in recruiting administrators.

Other reasons administrators offered to explain success in hiring dealt with the district's reputation for educational quality and community support for education. Several administrators defined

this support as the community's continuous belief in education, support of building projects, and market-competitive salaries.

In several instances, district administrators said they avoided hiring problems by recruiting within the district and encouraging individuals with appropriate certification to move into various administrative positions. Two of these district administrators, who had anticipated problems several years ago, created their own internal labor pool and kept track of individuals they believed would make good administrators. They personally encouraged these teachers to pursue administrative licensure and persuaded their districts to grant salary schedule credits or provide tuition reimbursement for them.

About one-third of the administrators who were interviewed reported problems finding potential administrators with experience in schools of comparable size, experience with curricular change and implementation, and who also had new knowledge and interpersonal skills.

Another explanation for hiring problems is how the applicant pool is perceived by the administrators interviewed for this study. An apparent lack of talent and success in either teaching or administration was cited as a reason for poor quality ratings of the pool of administrator applicants.

These administrators reported that management skills were readily available in any applicant pool. They defined management as organizational skills that enable an organization to run smoothly. Leadership was defined as public relations skills, a quality cited as especially necessary in smaller districts, as well as the interpersonal skills needed to lead teachers in new directions. However, applicants with vision, new knowledge, and the ability to effectively use one's skills to create necessary changes that meet a school's needs are thought to be more rare. The scarcity of individuals with these particular talents may be the source of the perceived administrator shortage, despite the administrative surplus implied by other data.

Summary

Administrators who were interviewed reported that a school district's reputation for educational quality and community support attracts applicants for administrative positions. Compression between teachers' and administrators' salaries is viewed as a disincentive in recruiting teachers into administration. The interview results also revealed that some districts have certain geographic advantages that attract applicants for administrative positions. If a shortage of administrators exists, it may be a shortage of individuals with successful experience and new knowledge and interpersonal skills. Nearly one-third of the administrators interviewed perceived a shortage of individuals with these qualities.

How External and Organizational Incentives Relate to Administrator Supply

This section and the following section review the study of administrator supply and demand from a motivational perspective. One question involves the role incentives play in the decision to move to a new position in administration or to enter an administrative preparation program. Related literature and anecdotal evidence suggest that this decision is affected by external and organizational incentives (positive working conditions and community environment) and internal and motivational incentives (the nature of the work, all different types of tasks and duties associated with the particular administrative position, and personal motivation). Each type of incentive holds implications for policy decisions and each is examined separately. This section examines external and organizational factors related to administrator supply.

External and Organizational Factors

Administrator Reactions

Survey questions asked administrators and teachers to rate the importance of a set of external and organizational factors related to educational administration. Administrators rated the items according to their importance in the decision to leave a present position. Teachers rated the same items according to the extent to which they contribute in the decision to pursue an administrative career. Table 8 presents administrators' ratings of the factors, ranked by response frequency and percentage.

Leadership opportunity, impact on home life, the nature of work, relations with teachers, community support, and salary are factors that approximately three-fourths of the administrators surveyed rated highly as contributors in the decision to leave a present position. About two-thirds of the administrators surveyed rated organizational, job-specific items such as responsibilities, politics, policies, and constraints; and personal items such as stress and job security as important or very important. Approximately half the administrators rated supervision, workload, administrative rules, relations with parents, and geographic location as important or very important.

What seems most significant about these results is that they present personal impact as the most important area among the organizational factors for leaving a position. The administrators surveyed reported they would leave a job if it intruded on family life or if relationships with staff and community were poor. However, administrators suggested that leadership in a new position presents more opportunity to work with people, and this factor is most likely to influence a decision to leave a present position.

If these factors influence an administrator's decision to leave, then they should be related to expressed intent to leave the position. Exploration of this relationship demanded an examination of the average ratings on twenty-two external and organizational factors. This included a comparison of responses by administrators who reported they would stay in a present position with those who reported they would leave their present positions during the next one to three years. Administrators were excluded who reported their intention to retire within the next three years (51 administrators, 16.9%). Administrators who indicated they were seriously planning to leave education (39 administrators, 12.9%) were retained for this and subsequent analyses. Table 9 contains the results of this comparison which indicate that in seven of these factors, averages significantly differed between these two groups of administrators. Differences of this magnitude would occur by chance alone 11 times out of 100 or less ($p \leq .11$).

Table 8

Very Important and Important Administrator Ratings of External and Organizational Factors as Reasons for Leaving

Rank	Factor	Frequency	Percent
1	Leadership opportunity	203	81.6
2	Impact on home life	199	79.9
3	Nature of the work and tasks	194	77.9
4	Relations with teachers and staff	188	75.5
5	Community support	186	74.7
6	Salary and benefits	183	73.5
7	Responsibilities and authority	174	69.9
8	Politics of administration	168	67.4
9	Stress	167	67.0
10	Board policies	164	65.1
11	Job security	154	61.8
12	Overall constraints (e.g., funding levels)	153	61.5
13	Relationship with students	150	60.2
14	Supervision	149	59.9
15	Geographic location	144	59.9
16	Administrative rules	135	54.3
17	Amount of work	128	51.4
18	Relations with parents	119	47.8
19	Societal attitudes	116	46.6
20	Peer norms and opinions (e.g., selling out)	107	43.0
21	Physical context (e.g., adequate facilities)	98	39.3
22	Affirmative action policies	70	28.1

Table 9

Average Importance Ratings of External and Organizational Factors Related to Administrators' Staying or Leaving a Present Position

Rank	Factor	Rating of those staying	Rating of those leaving
4	Relationship with teachers and staff	4.11	3.73
5	Community support	4.06	3.84
10	Board policies	3.89	3.68
11	Job security	3.89	3.37
13	Relationship with students	3.78	3.42
15	Geographic location	3.59	3.30
16	Administrative rules	3.67	3.32

For all seven factors, administrators who reported they would stay in their present position said the factors would be more important in their decision to leave than those administrators who planned to leave. Unlike administrators who intend to leave, administrators who plan to stay are generally satisfied with these factors. For example, relations with teachers, staff, and students are important in administration. If these relations are unsatisfactory, they play an important part in the decision to leave an administrative position. Those administrators who reported intent to leave apparently had not reached as high a level of satisfaction with these factors.

Teacher Reactions

To investigate the reasons teachers have for not entering administration, teachers rated external and organizational factors according to the importance they hold in the decision not to pursue an administrative career. Table 10 contains ranked teachers' ratings of each factor.

As indicated by rankings of the first several items in table 10, about two-thirds to three-fourths of the teachers rated several factors as very important in their decision not to seek an administrative position. These factors appear to have personal impact. For example, a majority of the teachers rated impact on home life, stress, and politics of administration at high levels. Table 8 indicates that administrators had similar ratings on several factors. Stress, impact on home life, the nature of the work, and interpersonal relations are significant in an administrator's decision to leave a position and in a teacher's decision not to pursue an administrative career.

These results reveal several factors related to the organizational environment and the nature of administrative work that are important to both administrators and teachers. About a third of the administrators, those who intend to leave their present position, rated several factors of lesser importance in the decision to leave that position. For a large number of teachers, these factors reflect negatively on administrative work, leaving the impression of something that should be avoided. Leadership opportunity, the factor rated highest by administrators as a reason for leaving, was rated among the lowest by teachers' as a reason to pursue administration.

Table 10

Teachers' Ratings of External and Organizational Factors as Very Important or Important Reasons not to Pursue Administration

Rank	Factor	Frequency	Percent
1	Impact on home life	194	78.2
2	Stress	190	76.6
3	Politics of administration	185	74.6
4	Nature of the work and tasks	169	68.1
5	Board policies	157	63.3
6	Geographic location or change	152	61.3
7	Job security	148	59.6
8	Relationship with teachers and staff	141	56.9
9	Administrative rules	136	54.9
10	Longer school year	135	54.5
11	Relationship with students	134	54.0
12	Amount of work	128	51.6
13	Overall constraints (e.g., funding levels)	126	50.8
14	Lack of financial support for degree and licensing	125	50.4
15	No salary credits for administrative certification	119	48.0
16	Responsibilities and authority	116	46.7
17	Community support	115	46.4
18	Relations with parents	111	44.8
19	Salary and benefits	108	43.5
20	Affirmative action policies	104	42.0
21	Societal attitudes	95	38.3
22	Supervision	93	37.5
23	Peer norms and opinions (e.g., selling out)	92	37.1
24	Leadership opportunity	91	36.7
25	Lock-Step progression through administration hierarchy	87	35.0
26	Physical context (e.g., adequacy of facilities)	80	32.3

Salary

A concern often expressed among the district administrators interviewed for this study was the need for salary levels that can attract and retain administrators in their districts. They felt that salaries of middle-level administrators and teachers are too similar to attract sufficient numbers of people to educational administrative positions. This section examines the role that salaries play in administrator supply; specifically, whether salary influences administrators to seek other positions and teachers to leave the classroom for an administrative position. To answer questions about the influence of salary, administrators and teachers expressed their opinions on salary and monetary issues. These results appear in tables 11 and 12.

Administrator Reactions

Table 11 presents administrator responses to monetary- and salary-related items. If actual salary earned is relevant to one's satisfaction with a position, then differences among satisfaction ratings should be accompanied by different salary levels. For this purpose, table 11 also contains the average salaries of the administrators who responded in each satisfaction category.

These results highlight several important factors about salary. First, as would be expected, a general increase in average administrators' salaries accompanies an increase in family income levels. These percentages of income attributable to administrator salary indicate that, in general, the administrator's salary is the primary salary for the household.

Secondly, increase in satisfaction with salary is accompanied by a salary level increase. Third, increase in satisfaction with a position is accompanied by a salary level increase. In other words, higher levels of job and salary satisfaction are related to higher salary levels. These results suggest that salary is a strong component of job satisfaction.

It appears, however, that salary alone is not a motivator of job change. There are no significant differences in actual salary levels (beyond those differences due to chance fluctuation) across the importance ratings of salary increase as a reason for seeking a new position. This conclusion is further supported when the average salary of those who intend to leave a present position is compared with the average salary of administrators who intend to stay. No significant differences were obtained.

A high proportion of administrators indicated they would move for a salary increase between $5,000 and $25,999. At the same time, present average salary data indicates the higher the present salary, the greater increase it would take for an administrator to consider a move worthwhile. Apparently, once a satisfactory salary level is reached, it becomes a less influential factor. This result is confirmed by the lower rank of salary when compared to other incentives. A second explanation for the importance of salary is that although salary is a general concern among all administrators, unless it is unusually lower when compared to salaries elsewhere, salary alone will not cause an administrator to leave a present position.

Table 11

Administrator Salary Levels and Ratings of Salary-Related Factors (total responses = 234; average salary = $46,301; standard deviation = $7,945)

Household Income					
	< $30,000	**$30,000 - 45,000**	**$45,000 - 60,000**	**$60,000 - 75,000**	**> $75,000**
Number and percent of administrators	1 (.4%)	17 (7.3%)	77 (33.2%)	75 (32.3%)	62 (26.7%)
Average salary	$28,986	$38,815	$45,029	$46,318	$49,813
Satisfaction with Present Salary					
	Very unsatisfactory	**Unsatisfactory**	**Satisfactory**	**Very satisfactory**	
Number and percent of administrators	10 (4.2%)	81 (34.6%)	128 (54.7%)	15 (6.4%)	
Average salary	$42,840	$44,241	$47,503	$49,477	
Importance of Salary as Determiner of Satisfaction					
	Very unimportant	**Unimportant**	**Important**	**Very important**	
Number and percent of administrators	7 (2.9%)	35 (14.9%)	174 (74.4%)	18 (7.6%)	
Average salary	$44,901	$43,659	$46,515	$49,918	
Salary Increase as Determiner of New Position Search					
	Very unimportant	**Unimportant**	**Important**	**Very important**	
Number and percent of administrators	12 (5.1%)	74 (31.6%)	125 (53.4%)	23 (9.8%)	
Average salary	$47,656	$46,974	$45,543	$47,550	
Amount of Annual Increase Needed to Move You to Seek a New Position					
	None, I will not move	**$2,000 - 5,000**	**$5,000 - 15,000**	**$15,000 - 25,000**	**>$25,000**
Number and percent of administrators	41 (17.5%)	22 (9.4%)	136 (58.1%)	31 (13.2%)	3 (1.3%)
Average salary	$46,728	$44,560	$45,584	$49,537	$54,038
Leaving Position in One to Three Years?					
			Staying	**Leaving**	
Number and percent of administrators			144 (62.1%)	88 (37.9%)	
Average salary			$46,880	$45,434	

Table 12

Teacher Salary Levels and Ratings of Salary-Related Factors (total responses = 219; average salary = $31,377; standard deviation = $7,227)

Household Income					
	< $20,000	**$20,000 - 35,000**	**$35,000 - 50,000**	**$50,000 - 65,000**	**> $75,000**
Number and percent of teachers	2 (.9%)	34 (15.5%)	63 (28.8%)	61 (27.9%)	59 (26.9%)
Average salary	$15,401	$26,361	$31,474	$32,051	$34,008
Satisfaction with Present Salary					
	Very unsatisfied	**Unsatisfied**	**Satisfied**	**Very satisfied**	
Number and percent of teachers	7 (3.1%)	80 (36.5%)	121 (55.3%)	11 (5.0%)	
Average salary	$26,780	$31,292	$31,706	$31,303	
Importance of Salary as Determiner of Satisfaction with Position					
	Very unimportant	**Unimportant**	**Important**	**Very important**	
Number and percent of teachers	7 (3.1%)	36 (16.4%)	168 (76.7%)	8 (3.7%)	
Average salary	$31,947	$28,372	$32,031	$30,669	
Salary Increase as Determiner of New Position Search					
	Very unimportant	**Unimportant**	**Important**	**Very important**	
Number and percent of teachers	10 (4.6%)	81 (36.9%)	104 (47.5%)	24 (10.9%)	
Average salary	$35,110	$29,988	$32,098	$31,385	
Amount of Annual Increase Needed to Move You to Administration					
	None at all; I will not move due to salary	**$2,000 - 5,000**	**$5,000 - 10,000**	**$10,000 - 20,000**	**>$20,000**
Number and percent of teachers	97 (44.4%)	20 (4.6%)	43 (19.7%)	39 (17.9%)	29 (13.3%)
Average salary	$30,792	$28,907	$31,928	$32,350	$31,858
Leaving Position in One to Three Years?					
		Staying		**Leaving**	
Number and percent of teachers		188 (85.8%)		31 (14.2%)	
Average salary		$31,829		$28,638	

Teacher Reactions

To assess the importance of salary as a motivator for a teacher to move into administration, teachers rated the same monetary-related items as administrators did. Table 12 contains results of these items which indicate several important points about the role of salary among teachers.

Family income tends to increase with the increase of teacher income. Teacher income appears to comprise roughly one-half of a family's total income. This suggests the importance of teacher income to a family's economic well-being. Also, approximately 60 percent of the teachers interviewed were satisfied or very satisfied with their income levels, and there was no significant difference among actual salaries across satisfaction levels.

Finally, teachers differ in their perceptions of the importance of salary in determining satisfaction with their present position. Eighty percent of the teachers rated salary as important or very important. The statistical significance of differences among present average salaries indicates that teachers who place greater importance on salary receive slightly higher salaries than teachers who rate salary as less important.

How Personal and Motivational Factors Relate to Administrator Supply

This section introduces job satisfaction and organizational commitment, the personal commitment to the school or district, as well as career-motivation concepts to define motivational components of administrator supply. This section also examines components of administrative work that relate to and apparently lead to job satisfaction and commitment.

How Job Satisfaction and Commitment Relate to Intent to Leave a Present Position

Job satisfaction and organizational commitment are two distinct concepts important to job turnover levels. (Williams & Hazer, 1986). Job satisfaction is defined generally as an affective response to specific aspects of the nature of a job. Commitment, on the other hand, is an individual's alignment with an organization's values and goals, willingness to expend effort for an organization, and desire to remain in that organization. The research showing that job satisfaction and commitment are significant antecedents of low levels of job turnover (Clegg, 1983; Williams & Hazer, 1986) make the concepts relevant in this study of administrator supply since they may be related to incentives and disincentives.

To answer this question, administrators' responses to questionnaire items were summed to measure job satisfaction and organizational commitment. Scores of administrators who said they intend to leave their present position within the next three years were compared with scores of administrators who intend to stay in their present position to determine whether leaving might be related to differences in satisfaction and commitment levels.

Table 13 contains the results of this analysis. It suggests that the levels of both job satisfaction and organizational commitment are significantly lower among those administrators who intend to leave their present position within the next three years. The probability of this result occurring by chance alone is less than one out of 100 ($p < .01$).

Table 13

Job Satisfaction and Organizational Commitment Levels

	Administrators staying	Rating	Administrators leaving	Rating
Job satisfaction	154	27.3	91	25.58
Commitment	152	50.3	90	44.6

This result suggests that intent to leave is directly related to the administrators' work. The lower levels of commitment to the goals and values of their organization indicate much the same result. A correlation value indicates how strongly two factors are related. It ranges from .00, no relationship, to 1.00, a direct relationship. Satisfaction and commitment are moderately related here with a correlation value of .69, which suggests that satisfaction levels may lead to either commitment or lack of commitment and, thus, job change. This possibility, though not tested here, is reported in the work of Williams & Hazer (1986).

Because satisfaction and commitment relate to intent to leave a present position, the next sections explore the relations between incentives in administration, reasons for leaving, and satisfaction and commitment to determine influence upon an administrator's intent to leave a present position.

How Incentives Relate to Job Satisfaction and Commitment

If incentives are related to satisfaction and commitment, which are both related to an administrator's intent to leave a present position, then incentives in the nature of administrative work may be important for their impact on satisfaction and commitment. Thus, incentives indirectly may play a role in an administrator's decision to stay in or leave a position. To explore this relationship, administrators' satisfaction ratings of work incentives reported in related research were examined.

Table 14 provides the results of this analysis and indicates generally high levels of satisfaction with these incentives.

Table 14

Very Satisfied and Satisfied Ratings of Incentives in Administrative Work and Their Relationship to Job Satisfaction and Organizational Commitment Scores

Rank	Incentive	Frequency	Percent	Satisfaction	Commitment
*1	Importance of the work	209	84.7	.45	.49
*2	Variety of work and tasks	201	81.4	.42	.53
*3	Sense of achievement	198	80.1	.47	.54
*4	Mental challenge	196	79.4	.43	.48
*5	Sense of responsibility and authority	194	78.5	.46	.49
6	Opportunity for service	188	76.1	.46	.49
*7	Relationships with other adults	186	75.3	.40	.54
*8	Self-development and growth	181	73.3	.48	.48
9	Relationship with administrators	180	72.8	.35	.41
*10	Autonomy	156	63.2	.30	.41
*11	Recognition of achievement and potential	154	62.3	.50	.54
*12	Professional change	153	62.04	.52	.49
*13	Status	147	59.5	.47	.45
*14	Professional advancement and promotion	144	58.3	.51	.56
*15	Salary and benefits	140	56.6	.30	.38
16	Mentor's support	110	44.5	.36	.41

The highest levels of satisfaction appear to evolve from the importance, variety, and challenge of the work as well as the sense of responsibility, authority, and achievement that the work provides. Levels of satisfaction for aspects of administration related to people and social interaction were only slightly lower. The lowest levels reported were those aspects of administration that are akin to extrinsic rewards such as status, recognition, advancement, and salary.

The decimals listed in the satisfaction and commitment columns are correlation coefficients which indicate the degree of relationship each of the incentives has with job satisfaction and organizational commitment scores. These coefficients generally fall in the middle ranges and indicate a moderate relationship between each incentive and satisfaction and commitment. An interpretation of this may be that as satisfaction with the various incentives increases, overall job satisfaction and commitment to the organization also tend to increase. The probability of these results occurring by chance alone is less than one out of 100 ($p < .01$).

The asterisks in the rank column of table 14 indicates that the incentive is related to leaving; that administrators who intend to leave were less satisfied with these incentives than administrators intending to stay in their present position. Administrators who intend to leave were less satisfied with the importance, variety, sense of accomplishment, and mental challenge of their current work than administrators who intend to stay in their present position. The levels of satisfaction with service opportunities, administrator relations, and mentor support were the same for administrators who intend to leave as for those who intend to stay.

How External and Organizational Factors Relate to Job Satisfaction and Commitment

If incentives in the nature of administrative work are related to job satisfaction and organizational commitment, then external and organizational work factors may be important because they are related to the intent to leave a present position. Administrators rated the importance of external and organizational factors according to their influence in the decision to leave. Table 15 presents the results of these ratings. It repeats results from table 8 and presents correlations of the 22 factors with satisfaction and commitment ratings.

As discussed earlier, external and organizational factors have both personal and public components in terms of their origins and exhibit a wide range in rank of importance in the decision to leave a present position. As indicated by the correlations (only significant correlations are listed in last two columns) and in contrast to the preceding incentives, few of these factors are related to satisfaction and commitment and only at low levels. For example, about two-thirds of the administrators rated politics of administration as important or very important in the decision to leave a position, and it has a low negative relationship with both satisfaction and commitment. The negative correlation indicates that as importance rises, satisfaction and commitment decline. Board policies and stress may be interpreted in the same manner. The probability of these results occurring by chance alone is less than five times out of 100 ($p < .05$).

At this point, interpreting the correlations of relationships with teachers and staff and relationships with parents with satisfaction and commitment is problematic. It is assumed that respondents who are more satisfied and committed have fewer problems with student and teacher relationships, and these positive relations make leaving a more difficult decision.

Table 15

Important and Very Important Administrator Ratings of Several Factors as Reasons for Leaving and Their Relationship to Overall Job Satisfaction and Organizational Commitment

Rank	Factor	Frequency	Percent	Satisfaction	Commitment
1	Leadership opportunity	203	81.6		
2	Impact on home life	199	79.9		
3	Nature of the work and tasks	194	77.9		
4	Relations with teachers and staff	188	75.5	.16	.24
5	Community support	186	74.7		
6	Salary and benefits	183	73.5		
7	Responsibilities and authority	174	69.9		
8	Politics of administration	168	67.4	–.14	–.17
9	Stress	167	67.0	–.13	
10	Board policies	164	65.1	–.15	–.14
11	Job security	154	61.8		.13
12	Overall constraints (e.g., funding levels)	153	61.5		
13	Relationship with students	150	60.2	.22	.26
14	Supervision	149	59.9		
15	Geographic location	144	57.8		
16	Administrative rules	135	54.3		
17	Amount of work	128	51.4		
18	Relations with parents	119	47.8		
19	Societal attitudes	116	46.6		
20	Peer norms and opinions (e.g., selling out)	107	43.0	.13	
21	Physical context (e.g., adequate facilities)	98	39.3		
22	Affirmative action policies	70	28.1		

How Career Motives Relate to Administrator Supply

The issue of an administrator's intent to leave a present position has been explored in terms of external and organizational factors such as work incentives, disincentives, and the psychological constructs of work satisfaction and commitment. Career Anchor Theory provides an additional motivational construct to explain individuals' expectations about work, which also deserves examination.

Career Anchor Theory, developed by Edgar Schein (1978), describes the set of attitudes, values, and needs people hold concerning their work and careers. These attitudes, values, and needs identify what people seek from their work or expect from their careers and are helpful in defining the types of work environments in which individuals may be most comfortable. Operationalized by Thomas DeLong (1990), Career Anchor Theory encompasses nine motives, or anchors, that are potentially relevant in identifying who may leave a present position or stay in a present position as a function of career motivation.

It is important to determine how teachers are similar to or different from administrators in terms of career motivation. Understanding these similarities or differences should make possible general statements about why teachers do or do not perceive themselves as administrators. Consequently, both questionnaires for administrators and teachers included the forty-one items of DeLong's Career Orientations Inventory (see items 44 through 84 in Appendix A and items 43 through 83 in Appendix B) to determine how administrators and teachers differ in their career motives and whether administrator career motives are related to an administrator's intent to leave or stay in a present position.

Table 16 contains the average scores of administrators and teachers on the nine career anchor scales. Statistical testing of the differences between the groups' averages reveals that teachers and administrators differ in their career motives on seven of the nine scales. The probability of these results occurring by chance alone is less than one out of 100 ($p < .01$).

On the technical/functional scale, teachers scored at generally higher levels than administrators. Higher scores on this scale indicate that all teachers have greater interest in maintaining and developing technical/functional competence than administrators. This result suggests that teachers are more interested in teaching and becoming more proficient in their teaching skills, rather than moving into administration.

The second scale assesses the managerial competence anchor, and on this scale administrators scored higher than teachers. People who score high on this scale indicate a desire to become competent in the activities of administration and management, analyzing problems, and leading people in an organization.

The autonomy scale assesses individuals' concerns about organizational life and the restrictions it places on freedom and autonomy. Individuals who score high on this scale indicate a desire for work environments that permit the pursuit of technical and functional competence and freedom from constraints. On this scale, teachers and administrators scored at the same level.

On the security A scale, teachers scored higher than administrators. Individuals who express high scores on this scale seek organizations that provide long-term stability, reasonable benefits, and basic job security. This result indicates that teachers, more than administrators, hold long-run security as important in their work, a need fulfilled more by teaching contracts than administrative contracts.

The security B scale assesses the importance of geography in a career. Individuals who score high in this category generally would not leave a particular geographic location unless the change in location would result in rewards. Teachers scored at higher levels on this scale than administrators, which indicates teachers are more reluctant to move.

On the service scale, administrators' and teachers' scores were only slightly different. This scale assesses an individuals' feelings and attitudes toward people and helping others to change. These scores were among the highest obtained on the inventory and indicate the service anchor is a primary orientation of all roles in education.

Administrators scored at levels similar to teachers on the identity scale, which assesses attitudes toward status or prestige. Usually, individuals who score high in this category want to be identified with organizations that have high visibility or reputations. These results for both teachers and administrators were among the lowest scores on the inventory.

Individuals who score high on the variety scale tend to pursue different jobs and challenges in order to seek variety and avoid boredom. On this scale, administrators scored slightly higher than teachers. In table 14 variety received the second highest satisfaction rating from administrators.

Administrators scored higher than teachers on the creativity scale. According to DeLong (1991), individuals who score higher on this scale tend to undertake a variety of ventures and new projects. They want to be central and visible while at work and have a need to create something on their own.

These results indicate that teachers are less likely to move into administration due to several differences in career orientation. Teachers tend to value technical accomplishments more and management and leadership less than administrators. Teachers place greater value on long-range security and staying in a particular location. They tend to identify at the same level as administrators with an organization's status. They value variety less and express less need for attention and creativity than administrators. The fact that these results are tendencies rather than predicted actions of individuals, however, does not preclude the likelihood that some teachers will seek administrative positions. What these results do suggest is that administrations do not share the same attitudes as teachers, and teachers are not as likely to want to be administrators because of differences in work values, attitudes, and needs, as expressed by Career Anchor Theory.

Table 17 contains the results of the analysis of inventory scores for administrators who intend to leave a present position or stay in that present position. Three of the nine scales revealed differences between these two groups of administrators; namely, the technical/functional scale and the two security scales.

Table 16

Administrators' and Teachers' Career Anchors

Anchor	Teachers			Administrators		
	Number	Average	Standard deviation	Number	Average	Standard deviation
Technical/functional	249	33.4	6.7	247	29.5	8.0
Managerial	247	29.6	7.9	247	38.2	5.4
Autonomy	245	31.9	6.9	247	31.1	7.6
Security A	248	41.4	7.1	247	36.6	8.9
Security B	248	39.2	10.6	247	31.3	11.9
Service	248	42.4	6.1	247	43.7	5.2
Identity	247	28.9	7.8	247	30.0	7.7
Variety	248	36.5	7.6	246	39.8	6.0
Creativity	248	31.1	8.2	247	35.1	6.2

Table 17

Anchor Scores of Administrators who Are Staying and Those who Are Leaving

Anchor	Administrators staying	Anchor score	Administrators leaving	Anchor score
Technical/functional	155	30.6	92	27.6
Security A	155	38.5	92	33.4
Security B	155	34.6	92	25.8

On these three scales, administrators who reported intent to stay in a present position scored higher than those administrators who reported intent to leave. For the administrators who intend to stay in their present position, higher scores on the technical/functional scale indicate a presumed preference for what they are presently doing. In contrast, it seems reasonable to believe, those who intend to leave may be seeking additional levels of administrative complexity which they lack in their present positions. As other anchor differences indicate, administrators who intend to leave a present position value long-term security less and are less tied to particular geographic locations than administrators who intend to stay. The probability of these results occurring by chance alone is less than one out of 100 ($p < .01$).

These last results reveal a group of administrators who may be more career oriented and ambitious, ready to move and advance, and willing to take on risks as well as increased levels of responsibility. The results in table 18 tend to support this premise. Administrators who intend to leave a present position are slightly younger, have considerably less local experience, and slightly less total experience in education. Those who intend to leave also have more education; that is, proportionately more education specialist or doctor's degrees are held by those who intend to leave than those who plan to stay. The probability of these results occurring by chance alone is less than one out of 100 ($p < .01$).

Table 18

Administrator Characteristics Related to Intent to Leave or Stay

Characteristic	Staying		Leaving	
	Number	Average	Number	Average
Age	154	48.0	90	45.0
Local years experience	155	14.1	92	8.6
Total years experience	155	21.8	92	18.6
Highest degree	**Staying**		**Leaving**	
Bachelor's	18		2	
Master's	118		68	
6 year specialist	7		9	
Doctor's	10		10	
Total	153		89	

Summary

Incentives play a part in job satisfaction and commitment, both of which are related to intentions to stay in a present position or leave that position. Incentives related to leaving also were found; that is, administrators who intend to leave were less satisfied with those aspects of the work identified as incentives in related literature. This result suggests that these administrators may be searching for more rewarding positions, or positions that provide greater satisfaction and opportunities, positions that offer more incentives for administrative work. These inferences further suggest that career orientation for those administrators who intend to change positions is a major influence in the decision to leave a present position.

The results of this chapter hold several implications for discussion and policymaking. In very basic terms, administrators are different from teachers in their values, attitudes, needs, and expectations about work. These differences in orientations distinguish whether or not an administrator intends to leave a present position. At the heart of these differences may be the basic distinction that teachers do not perceive adequate incentives to pursue administration if the motives are not already a part of their personality and value systems.

Related literature (Huberman, 1985) indicates that some educators are not aware that they would enjoy administration until they try it. Schein's work on Career Anchor Theory also indicates that individuals have not necessarily evaluated their priorities with regard to possibilities of career opportunities in education until they have gained experience at various types of work. If experience is important in helping teachers grow, then the data in table 19 suggest directions for these experiences. These data indicate that although availability of leadership opportunities varies, most teachers have some opportunity to assume leadership in workshops, university programs, building assignments, unit or department leadership, and union or association roles. However, few opportunities presently exist that permit teachers to learn firsthand about the nature of administrative work and its ensuing rewards.

Table 19

Teachers' Reports on the Availability of Leadership Opportunities

Opportunity	Not available		Available	
	Frequency	Percent	Frequency	Percent
Workshops	96	35.4	173	64.1
University programs	43	15.9	224	82.7
Building assignments	126	46.5	137	50.6
Unit or department leadership	113	41.7	154	56.8
Teachers' union or association roles	30	11.1	236	87.1
Administrative career days	236	87.1	32	11.8
Follow-an-administrator days	251	92.6	17	6.3
Professional association leadership roles	65	24.0	200	73.8

Conclusions and Recommendations

Approximately one-third of the administrators in this study's sample of administrators who are not retiring intend to leave their present position. Consequently, by extrapolation of Wisconsin's population of school administrators it appears that about one-third of the administrators throughout the state intend to leave their position within the next three years. This amounts to roughly 1,000 administrators. The annual demand for administrators in Wisconsin is approximately 250 per year in recent years. Given the numbers of those administrators currently licensed, those newly licensed, and those available from out-of-state, it seems unlikely that a sufficient number of openings will be available for all those intending to move. In short, the numbers obtained in this study do not reflect a developing shortage of administrators.

The interview data suggest a perceived shortage of administrators who possess desirable leadership skills and new knowledge. This possibility raises the issue of what state and local educational agencies as well as individuals are doing to ensure continuing education and ongoing development for administrators in Wisconsin's K-12 schools. It is recommended that future studies be conducted to make certain that there are sufficient preparation and continuing education programs to ensure that administrators develop and maintain necessary interpersonal and professional skills and abilities.

Other data in this report indicate that an administrator's intent to leave a present position may be more closely related to incentives and career opportunities than salary or organizational and environmental factors. Leaving a position may be the way an administrator satisfies long-range career ambitions if local opportunities are unavailable or insufficient. It is recommended that local districts develop, maintain, and reward a local labor pool.

It is recommended that several aspects of supply and demand be given further study. The first aspect concerns the outcome of administrator intentions. Do the majority of administrators who intend to leave a present position actually leave? A second aspect concerns career motivation, job satisfaction, and commitment. Basically, this is a methodological issue and involves the use of interviews to examine what a career in education means to administrators and the importance they place on job satisfaction and commitment in a career decision. Similar types of study regarding an individual's decision to become an administrator need to be accomplished with teachers.

The DPI needs to conduct additional work if more data on supply and demand are to be obtained. For example, the number of teachers who annually complete programs for an administrator license is not readily available. This information on administrator supply as well as the number of out-of-state administrators entering Wisconsin each year are recommended as possible additions to DPI records.

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Appendixes

Appendix A – Administrator Form
Appendix B – Teacher Form
Appendix C – Telephone Interview Questions
Appendix D – Statistical Analyses and Results

Appendix A

Administrator Form

1. Gender: 1) male 2) female

2. Highest Education Degree: 1) BS or BA
   2) Bachelor's plus 3) Master's 4) Master's plus 5) Education Specialist/Doctor's

3. Age: 1) 26 years and under 2) 27-34 3) 35-41 4) 42-47 5) 48 and over

4. Years in education administration: 1) 3 years or less 2) 4-7 3) 8-11
   4) 12-15 5) 16 or more

5. Years in present position: 1) 3 years or less 2) 4-7 3) 8-11 4) 12-15 5) 16 or more

6. Number of education administration positions held, including present position: 1) 1 2) 2
   3) 3 4) 4 5) 5 or more

7. Administrative level: 1) Elementary 2) Middle/Junior High 3) Senior High School
   4) Other

8. Number of pupils in the school district: 1) 400 or fewer 2) 401-999 3) 1,000-3,999
   4) 4,000-9,999 5) 10,000 or more

9. Your position: 1) district-level administrator 2) building administrator
   3) district-level professional staff (e.g., supervisor) 4) assistant building administrator

10. Marital status: 1) single 2) married

11. What is your approximate current annual income:
    1) less than $23,000 2) $23,000 – $33,000
    2) $33,000 – $38,000 4) $38,000 – $48,000
    5) more than $48,000

12. What is your approximate current annual household income?

    1) less than $30,000 2) $30,000 – $45,000
    3) $45,000 – $60,000 4) $60,000 – $75,000
    5) more than $75,000

13. What is your perception of your present salary? Is it:
    1) very unsatisfactory 2) unsatisfactory 3) satisfactory 4) very satisfactory

14. To what extent is salary important to you in determining your satisfaction with your present position: 1) very unimportant 2) unimportant 3) important 4) very important

15. To what extent would a possible salary increase determine whether you would seek a new education position? 1) very unimportant 2) unimportant 3) important
    4) very important

16. How much of an annual salary increase would be required to move you to seek a new position? 1) none at all; I would not move because of salary 2) $2,000 – $5,000 per year 3) $5,000 – $15,000 per year 4) $15,000 – $25,000 per year 5) more than $25,000 per year

17. Have you ever been asked to consider moves to different administration levels in the schools? 1) no 2) yes

18. Which best characterizes your district? 1) rural 2) suburban 3) urban

Satisfaction

19. Do you intend to leave your present position in the near future (one to three years)? 1) no 2) yes

20. Are you planning retirement in the next one to three years? 1) no 2) yes

21. Do you see yourself working in your present position in the next three years? 1) no 2) yes

22. Does the following statement describe you? "I am seriously planning to leave the field of education." 1) not at all 2) somewhat 3) moderately well 4) very well

23. Does the following statement describe you? "I cannot imagine myself choosing any career other than education administration." 1) not at all 2) somewhat 3) moderately well 4) very well

24. Overall, how satisfied are you with your present position? 1) dissatisfied 2) more dissatisfied than satisfied 3) undecided 4) more satisfied than dissatisfied 5) satisfied

25. Overall, if given the choice, would you take the same position again? 1) absolutely not 2) probably not 3) uncertain 4) probably yes 5) definitely yes

26. All things considered, are you satisfied with education administration as an occupation? 1) dissatisfied 2) more dissatisfied than satisfied 3) undecided 4) more satisfied than dissatisfied 5) satisfied

27. Would you choose education administration again as a career? 1) absolutely not 2) probably not 3) uncertain 4) probably yes 5) definitely yes

28. How satisfied are you overall with the progress you have made in the profession of administration in education? 1) dissatisfied 2) more dissatisfied than satisfied 3) undecided 4) more satisfied than dissatisfied 5) satisfied

29. How would the changes to administrators' roles suggested by site-based management and restructured schools affect your satisfaction with administration? 1) definitely decrease satisfaction 2) probably decrease satisfaction 3) uncertain 4) probably increase satisfaction 5) definitely increase satisfaction

Using the five-point scale below, please indicate the extent to which each describes you or your situation:

1) not at all 2) not very well 3) somewhat 4) fairly well 5) very accurately

30. I talk up this school and/or district as a place to work.

31. I find my values and the school's/district's are similar.

32. I am glad I chose this school/district to work for.

33. I care about the future of this school/district.

34. This is the best of all schools/districts for which to work.

35. This school/district inspires the best in me.

36. I am proud to tell others I am part of this school/district.

37. I am willing to put in a great deal of effort here.

38. I would do almost anything to keep working here.

39. Training and development are regarded by the district/school as a way to inspire performance.

40. I have the opportunities to expand the scope of my work here.

41. I have been well prepared by this school/district for my work here.

42. I have the opportunity to improve my skills in this school/district.

43. This school/district has prepared me well for future work in this district/school.

Career Aspirations

Using the five-point scale below, please fill in the number that best describes the importance of each criterion in your career decisions.

1 2 3 4 5
Of No Importance — Centrally Important

44. To build my career around some specific functional or technical area of expertise is . . .

45. The process of supervising, influencing, leading, and controlling people at all levels is . . .

46. The chance to pursue my own lifestyle and not be constrained by the rules of an organization is . . .

47. An organization that will provide security through guaranteed work, benefits, a good retirement program, etc. is . . .

48. The use of my interpersonal and helping skills in the service of others is . . .

49. Being identified with and gaining status from my occupation is . . .

50. An endless variety of challenges in my career is . . .

51. To be able to create or build something that is entirely my own product or idea is . . .

52. Remaining in my specialized area as opposed to being promoted out of my area of expertise is . . .

53. To be in a position of leadership and influence is . . .

54. A career free from organizational restrictions is . . .

55. An organization that gives me long-term stability is . . .

56. The process of seeing others change because of my efforts is . . .

57. To be recognized by my title and status is . . .

58. A career that provides a maximum variety of types of assignments and work project is . .

59. The use of my skills in building a new business enterprise is . . .

60. Remaining in my area of expertise rather than being promoted into general management is . . .

61. To rise to a position in general management is . . .

62. A career that permits a maximum of freedom and autonomy to choose my own work, hours, etc. is . . .

63. Remaining in one geographical area rather than moving because of a promotion is . . .

64. Being able to use my skills and talents in the service of an important cause is . . .

65. Being identified with a powerful or prestigious employer or organization is . . .

How true is each of the following for you?

1	2	3	4	5
Not At All True				Completely True

66. The excitement of participating in many areas of work has been the underlying motivation behind my career.

67. I have been motivated throughout my career by the number of ideas or products that I have been directly involved in creating.

68. I will accept a management position only if it is in my area of expertise.

69. I would like to reach a level of responsibility in an organization where my decisions really make a difference.

70. During my career I have been mainly concerned with my own sense of freedom and autonomy.

71. It is important for me to remain in my present geographic location rather than move because of a promotion or new job assignment.

72. I have always sought a career in which I could be of service to others.

73. I like to be identified with a particular organization and the prestige that accompanies the organization.

74. An endless variety of challenges is what I really want from my career.

75. To invent something on my own and create a new idea are important elements of my career.

76. I would leave my school rather than be promoted out of my area of expertise or interest.

77. I want to achieve a position that gives me the opportunity to combine analytical competence with supervision of people.

78. I do not want to be constrained by either an organization or the business world.

79. I prefer to work for an organization that provides tenure (lifetime employment).

80. I want a career in which I can be committed and devoted to an important cause.

81. I want others to identify me by my organization and my job title.

82. I have been motivated throughout my career by being able to use my talents in a variety of different areas of work.

83. I have always wanted to start and build a business of my own.

84. I prefer to work for an organization that permits me to remain in one geographic area.

Incentives

Using the five-point scale below, please indicate how important each item *was* at the time you made your decision to pursue education administration.

1 2 3 4 5
Very Unimportant — Very Important

85. mental challenge
86. variety of the work and tasks
87. status
88. salary and benefits
89. autonomy
90. sense of responsibility and authority
91. relationships with other adults
92. sense of achievement
93. relationship with other administrators
94. importance of the work
95. self-development and growth
96. professional change
97. professional advancement or promotion
98. recognition of achievement and potential
99. opportunity for service
100. mentor's support

Using the five-point scale below, please indicate how satisfied you are with each item in your present position.

1 2 3 4 5
Very Dissatisfied — Very Satisfied

101. mental challenge
102. variety of the work and tasks
103. status

104. salary and benefits

105. autonomy

106. sense of responsibility and authority

107. relationships with other adults

108. sense of achievement

109. relationship with other administrators

110. importance of the work

111. self-development and growth

112. professional change

113. professional advancement and promotion

114. recognition of achievement and potential

115. opportunity for service

116. mentor's support

Using the five-point scale below, please indicate how important each item *would be* as a contributor to leaving your present position.

1 Very Unimportant 2 3 4 5 Very Important

117. nature of the work and tasks

118. amount of work

119. overall constraints (e.g., funding levels)

120. relations with parents

121. societal attitudes

122. physical context (e.g., adequacy of facilities)

123. stress

124. impact on home life

125. salary and benefits

126. relationship with teachers and staff

127. relationship with students

128. administrative rules

129. responsibilities and authority

130. peer norms and opinions (e.g., selling out)

131. leadership opportunity

132. supervision

133. community support

134. geographic location

135. board policies

136. politics of administration

137. affirmative action policies

138. job security

Using the enclosed map of Wisconsin, please indicate your responses to the following questions. Please use the red form for these items.

1. Which number on the map indicates the area in which you spent most of your time up to age 18? (Grid 0 if out-of-state.)

2. In which area did you receive your baccalaureate degree? (Grid 0 if out-of-state.)

3. In which area did you receive your post-baccalaureate work or degree? (Grid 0 if out-of-state.)

4. In which area are you presently employed?

5. In which area would you prefer to be employed? (Grid 0 if satisfied with present area.)

Teacher Form

General Information

1. Gender: 1) male 2) female

2. Highest Education Degree: 1) BS or BA
   2) Bachelor's plus 3) Master's 4) Master's plus 5) Education Specialist/Doctor's

3. Age: 1) 26 years and under 2) 27-34 3) 35-41 4) 42-47 5) 48 and over

4. Years in teaching: 1) 3 years or less 2) 4-7 3) 8-11 4) 12-15 5) 16 or more

5. Years in present position: 1) 3 years or less 2) 4-7 3) 8-11 4) 12-15 5) 16 or more

6. Number of teaching positions held including present position: 1) 1 2) 2 3) 3
   4) 4 5) 5 or more

7. Teaching level: 1) Elementary 2) Middle/Junior High 3) Senior High School
   4) Other

8. Number of pupils in the school district: 1) 400 or fewer 2) 401-999 3) 1,000-3,999
   4) 4,000-9,999 5) 10,000 or more

9. Which best characterizes your district? 1) rural 2) suburban 3) urban

10. Marital status: 1) single 2) married

11. What is your approximate current annual income:
    1) less than $18,000 2) $18,000 – $28,000
    2) $28,000 – $38,000 4) $38,000 – $43,000
    5) more than $43,000

12. What is your approximate current annual household income?

    1) less than $20,000 2) $20,000 – $35,000
    3) $35,000 – $50,000 4) $50,000 – $65,000
    5) more than $65,000

13. What is your perception of your present salary? Is it:
    1) very unsatisfactory 2) unsatisfactory 3) satisfactory 4) very satisfactory

14. To what extent is salary important to you in determining your satisfaction with your present position: 1) very unimportant 2) unimportant 3) important 4) very important

15. To what extent would a possible salary increase determine whether you would seek a new education position? 1) very unimportant 2) unimportant 3) important
    4) very important

16. How much of an annual salary increase would be required to move you to seek a new certification and an administrative position?
    1) none at all; I would not move because of salary 2) $2,000 – $5,000 per year
    3) $5,000 – $10,000 per year 4) $10,000 – $20,000 per year
    5) more than $20,000 per year

17. Have you ever been asked to consider a move to educational administration in the schools?
    1) no 2) yes

Satisfaction

18. Do you intend to leave your present position in the near future (one to three years)?
    1) no 2) yes

19. Are you planning retirement in the next one to three years? 1) no 2) yes

20. Do you see yourself working in your present position in the next three years? 1) no 2) yes

21. Does the following statement describe you? "I am seriously planning to leave the field of education." 1) not at all 2) somewhat 3) moderately well 4) very well

22. Does the following statement describe you? "I cannot imagine myself choosing any career other than education." 1) not at all 2) somewhat 3) moderately well
    4) very well

23. Overall, how satisfied are you with your present position? 1) dissatisfied
    2) more dissatisfied than satisfied 3) uncertain 4) more satisfied than dissatisfied
    5) satisfied

24. Overall, if given the choice, would you take the same position again? 1) absolutely not
    2) probably not 3) uncertain 4) probably yes 5) definitely yes

25. All things considered, are you satisfied with teaching as an occupation?
    1) dissatisfied 2) more dissatisfied than satisfied 3) undecided
    4) more satisfied than dissatisfied 5) satisfied

26. Would you choose teaching again as a career? 1) absolutely not 2) probably not
    3) uncertain 4) probably yes 5) definitely yes

27. How satisfied are you overall with the progress you have made in the profession of teaching?
    1) dissatisfied 2) more dissatisfied than satisfied 3) undecided
    4) more satisfied than dissatisfied 5) satisfied

28. How would the changes to teachers' roles suggested by site-based management and restructured schools affect your satisfaction with teaching?
    1) definitely decrease satisfaction 2) probably decrease satisfaction 3) uncertain
    4) probably increase satisfaction 5) definitely increase satisfaction

Using the five-point scale below, please indicate the extent to which each describes you or your situation:

1) not at all 2) not very well 3) somewhat 4) fairly well 5) very accurately.

29. I talk up this school and/or district as a place to work.

30. I find my values and the school's are similar.

31. I am glad I chose this school to work for.

32. I care about the future of this school.

33. This is the best of all schools for which to work.

34. This school inspires the best in me.

35. I am proud to tell others I am part of this school.

36. I am willing to put in a great deal of effort here.

37. I would do almost anything to keep working here.

38. Training and development are regarded by the school/district as a way to improve performance.

39. I have the opportunities to expand the scope of my work here.

40. I have been well prepared by this school/district for my work here.

41. I have the opportunity to improve my skills in this school/district.

42. This school/district has prepared me well for future work in this school/district.

Career Aspirations

Using the five-point scale below, please fill in the number that best describes the importance of each criterion in your career decisions.

1	2	3	4	5
Of No Importance				Centrally Important

43. To build my career around some specific functional or technical area of expertise is . . .

44. The process of supervising, influencing, leading, and controlling people at all levels is . . .

45. The chance to pursue my own lifestyle and not be constrained by the rules of an organization is . . .

46. An organization that will provide security through guaranteed work, benefits, a good retirement program, etc. is . . .

47. The use of my interpersonal and helping skills in the service of others is . . .

48. Being identified with and gaining status from my occupation is . . .

49. An endless variety of challenges in my career is . . .

50. To be able to create or build something that is entirely my own product or idea is . . .

51. Remaining in my specialized area as opposed to being promoted out of my area of expertise is . . .

52. To be in a position of leadership and influence is . . .

53. A career free from organizational restrictions is . . .

54. An organization that gives me long-term stability is . . .

55. The process of seeing others change because of my efforts is . . .

56. To be recognized by my title and status is . . .

57. A career that provides a maximum variety of types of assignments and work project is . . .

58. The use of my skills in building a new business enterprise is . . .

59. Remaining in my area of expertise rather than being promoted into general management is . . .

60. To rise to a position in general management is . . .

61. A career that permits a maximum of freedom and autonomy to choose my own work, hours, etc. is . . .

62. Remaining in one geographical area rather than moving because of a promotion is . . .

63. Being able to use my skills and talents in the service of an important cause is . . .

64. Being identified with a powerful or prestigious employer or organization is . . .

How true is each of the following for you?

1	2	3	4	5
Not At All True				Completely True

65. The excitement of participating in many areas of work has been the underlying motivation behind my career.

66. I have been motivated throughout my career by the number of ideas or products that I have been directly involved in creating.

67. I will accept a management position only if it is in my area of expertise.

68. I would like to reach a level of responsibility in an organization where my decisions really make a difference.

69. During my career I have been mainly concerned with my own sense of freedom and autonomy.

70. It is important for me to remain in my present geographic location rather than move because of a promotion or new job assignment.

71. I have always sought a career in which I could be of service to others.

72. I like to be identified with a particular organization and the prestige that accompanies the organization.

73. An endless variety of challenges is what I really want from my career.

74. To invent something on my own and create a new idea are important elements of my career.

75. I would leave my school rather than be promoted out of my area of expertise or interest.

76. I want to achieve a position that gives me the opportunity to combine analytical competence with supervision of people.

77. I do not want to be constrained by either an organization or the business world.

78. I prefer to work for an organization that provides tenure (lifetime employment).

79. I want a career in which I can be committed and devoted to an important cause.

80. I want others to identify me by my organization and my job title.

81. I have been motivated throughout my career by being able to use my talents in a variety of different areas of work.

82. I have always wanted to start and build a business of my own.

83. I prefer to work for an organization that permits me to remain in one geographic area.

Incentives

Using the five-point scale below, please indicate how important each item *would be* in helping you decide whether to pursue administrative certification and positions.

1 Very Unimportant 2 3 4 5 Very Important

84. mental challenge
85. variety of the work and tasks
86. status
87. salary and benefits
88. autonomy
89. sense of responsibility and authority
90. relationships with other adults
91. sense of achievement
92. relationship with other administrators
93. importance of the work
94. self-development and growth
95. professional change
96. professional advancement and promotion
97. recognition of achievement and potential
98. opportunity for service
99. mentor's support

Using the five-point scale below, please indicate how important each item *would be* in your decision *not* to pursue administrative certification and positions.

1 Very Dissatisfied 2 3 4 5 Very Satisfied

100. nature of the work and tasks
101. amount of work
102. overall constraints (for example, funding levels)

103. relations with parents

104. societal attitudes

105. physical context (e.g., adequacy of facilities)

106. stress

107. impact on home life

108. salary and benefits

109. relationship with teachers and staff

110. relationship with students

111. administrative rules

112. responsibilities and authority

113. peer norms and opinions (for example, selling out)

114. leadership opportunity

115. supervision

116. community support

117. geographic location or change

118. board policies

119. politics of administration

120. affirmative action policies

121. job security

122. lock-step progression through administrative hierarchy

123. lack of financial support for degree and licensing

124. no salary credits for administrative certification

125. longer school year

Leadership Opportunities

The following leadership opportunities have sometimes helped individuals identify a desire to move into education administration. Please indicate whether these opportunities are or have been available to you and whether they are appropriate for you.

126. Leadership in workshops
Available: 1) no 2) yes

127. Appropriate: 1) not at all 2) somewhat 3) moderately 4) very

128. University programs
Available: 1) no 2) yes

129. Appropriate: 1) not at all 2) somewhat 3) moderately 4) very

130. Building assignments
Available: 1) no 2) yes

131. Appropriate: 1) not at all 2) somewhat 3) moderately 4) very

132. Unit or department leadership
Available: 1) no 2) yes

133. Appropriate: 1) not at all 2) somewhat 3) moderately 4) very

134. Teachers' union or association leadership roles
Available: 1) no 2) yes

135. Appropriate: 1) not at all 2) somewhat 3) moderately 4) very

136. Administrative career days
Available: 1) no 2) yes

137. Appropriate: 1) not at all 2) somewhat 3) moderately 4) very

138. Follow-an-administrator days
Available: 1) no 2) yes

139. Appropriate: 1) not at all 2) somewhat 3) moderately 4) very

140. Professional association leadership roles
Available: 1) no 2) yes

141. Appropriate: 1) not at all 2) somewhat 3) moderately 4) very

Please use the red form to answer the following items.

Career Stages

A number of stages in a teacher's career cycle have been identified and are summarized below. Please read the following descriptions of the stages and grid the stage number that best describes you at this time.

1) This stage is the period of preparation for a specific professional role. Typically, this would be the period of initial preparation in a college or university. It might also include retraining for a new role or assignment, either by attending a higher education institution or as part of staff development within the work setting.

2) This stage is generally defined as the first few years of employment, when the teacher is socialized into the system. It is a period when a new teacher strives for acceptance by students, peers, and supervisors and attempts to achieve a comfort and security level in dealing with everyday problems and issues. Teachers may also experience this stage when shifting to another grade level, another building, or when changing districts completely.

3) During this stage of the career cycle, the teacher is striving to improve teaching skills and abilities. The teacher seeks out new materials, methods, and strategies. Teachers at this stage are receptive to new ideas, attend workshops and conferences willingly, and enroll in graduate programs through their own initiative. Their job is seen as challenging and they are eager to improve their repertoire of skills.

4) At this stage teachers have reached a high level of competence in their job but continue to progress as professionals. Teachers in this stage love their jobs, look forward to going to school and interacting with their students, and are constantly seeking new ways to enrich their teaching. Key ingredients in this stage are enthusiasm and a high level of job satisfaction. These teachers are often supportive and helpful in identifying appropriate inservice education activities for their schools.

5) At this stage teachers have resigned themselves to putting in "a fair day's work for a fair day's pay." They are doing what is expected of them, but little more. These teachers are often fulfilling the terms of their contracts, but see little value in professional development programs. They are seldom motivated to participate at more than a surface level and are passive consumers of inservice efforts at best.

6) This period is characterized by frustration and disillusionment with teaching. Job satisfaction is waning, and teachers begin to question why they are doing this work. Much of what is described as teacher burnout in the literature occurs in this stage.

7) This period is characterized by stability and contentment, with selective enthusiasm for teaching. Teachers are interested in teaching and even exhibit much enthusiasm for teaching. However, they see problems in teaching and the setting in which it occurs and have become more balanced and bounded in their enthusiasm about the occupations.

8) This is the stage when a teacher is preparing to leave the profession. For some, it may be a pleasant period in which they reflect on the many positive experiences they have had and look forward to a career change or retirement. For others, it may be a bitter period, one in which a teacher resents the forced job termination or, perhaps, can't wait to get out of an unrewarding job. A person may spend several years in this stage, or it may occur only during a matter of weeks or months.

9) The exit stage of a teacher's career represents the period of time after the teacher leaves the job but includes circumstances other than simple retirement after many years of services. It could be a period of unemployment after involuntary or elective job termination or a temporary career exit for child rearing. It could also be a time of alternative career exploration or moving to a nonteaching position in education, such as administration.

Using the enclosed map of Wisconsin, please indicate your responses to the following questions. Please use the red form for these items.

2. Which number on the map indicates the area in which you spent most of your time up to age 18? (Grid 0 if out-of-state.)

3. In which area did you receive your baccalaureate degree? (Grid 0 if out-of-state.)

4. In which area did you receive your post-baccalaureate work or degree? (Grid 0 if out-of-state.)

5. In which area are you presently employed?

6. In which area would you prefer to be employed? (Grid 0 if out-of-state.)

Appendix C

Telephone Interview Questions

1. a. What problems in hiring district administrators, if any, have you and the school district experienced recently?

   b. What assets or disadvantages does your district possess that may have an impact on your district's recruiting?

2. What is your perception of the quality of the applicant pool? Have you had problems finding qualified individuals?

Statistical Analyses and Results

This appendix is included for those individuals interested in the statistical underpinnings of this report. Questions should be addressed to Jay Price, UW-Stevens Point, (715) 346-4351.

Table 9

Relationship with teachers and staff	$F(1,244) = 9.2\ p < .01$
Relationship with students	$F(1,244) = 5.5\ p < .02$
Administrative rules	$F(1,244) = 8.0\ p < .01$
Community support	$F(1,244) = 3.3\ p < .07$
Geographic location	$F(1,244) = 3.0\ p < .09$
Board policies	$F(1,244) = 2.6\ p < .11$
Job security	$F(1,237) = 11.50\ p < .01$

Table 11

12.	Household income	$F(4,227) = 9.5\ p < .05$
13.	Satisfaction with present salary	$F(3,230) = 4.2\ p < .01$
14.	Importance of salary as determiner of satisfaction	$F(3,230) = 2.6\ p < .06$
15.	Salary increase as determiner of new position search	NSD
16.	Amount of annual increase needed to move you to seek a new position	$F(4,228) = 2.5\ p < .05$
19.	Leaving position in one to three years?	NSD

Table 12

12.	Household income	NSD
13.	Satisfaction with present salary	NSD
14.	Importance of salary as determiner of satisfaction with position	$F(3,215) = 2.6\ p < .06$
15.	Salary increase as determiner of new position search	NSD
16.	Amount of annual increase needed to move you to seek administration	NSD
19.	Leaving position in one to three years?	$F(1,217) = 5.3\ p < .03$

Table 13

Job satisfaction	$F(1,243) = 8.6\ p < .01$
Commitment	$F(1,240) = 26.6\ p < .01$

Table 14

Cell means	Staying	Leaving	
Importance of the work	4.40	4.11	$F(1,244) = 8.1\ p < .05$
Variety of work and tasks	4.33	4.01	$F(1,243) = 8.4\ p < .05$
Sense of achievement	4.24	3.82	$F(1,243) = 9.9\ p < .05$
Mental challenge	4.19	3.88	$F(1,244) = 7.7\ p < .05$
Sense of responsibility and authority	4.10	3.81	$F(1,243) = 6.5\ p < .05$
Opportunity for service	NSD		
Relationships with other adults	4.12	3.71	$F(1,244) = 12.9\ p < .05$
Self development and growth	4.03	3.78	$F(1,244) = 4.6\ p < .05$
Relationship with administrators	NSD		
Autonomy	3.78	3.37	$F(1,242) = 10.7\ p < .05$
Recognition of achievement and potential	3.84	3.41	$F(1,244) = 11.1\ p < .05$
Professional change	3.90	3.59	$F(1,244) = 7.4\ p < .05$
Status	3.83	3.41	$F(1,243) = 14.8\ p < .05$
Professional advancement and promotion	3.76	3.47	$F(1,242) = 5.1\ p < .05$
Salary and benefits	3.68	3.29	$F(1,243) = 10.1\ p < .05$
Mentor's support	NSD		

Table 16

Technical/functional	T = 5.9	p < .01
Managerial	T = 14.1	p < .01
Autonomy	T = NSD	
Security A	T = 6.6	p < .01
Security B	T = 7.8	p < .01
Service	T = 2.6	p < .01
Identity	T = NSD	
Variety	T = 5.4	p < .01
Creativity	T = 6.1	p < .01

Table 17

Technical/functional	F (1,245) = 8.3	p < .01
Security A	F (1,245) = 20.5	p < .01
Security B	F (1,245) = 36.3	p < .01

Table 18

Age	F (1,242) = 8.4	p < .01
Local years experience	F (1,245) = 23.4	p < .01
Total years experience	F (1,245) = 10.9	p < .01
Chi-Square (highest degree, staying or leaving)	10.3	p < .01